R E P O R T R E S U M E S

ED 017 573 UD 004 531

PROJECT CONCERN, HARTFORD'S EXPERIMENTAL BUSING PROGRAM.

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PUB DATE FEB 67

EDRS PRICE MF-$0.25 HC-$0.40 8P.

DESCRIPTORS- *DISADVANTAGED YOUTH, *TRANSFER PROGRAMS, *SUBURBAN SCHOOLS, BUS TRANSPORTATION, PARENT ATTITUDES, PROGRAM EFFECTIVENESS, TEACHER ATTITUDES, STUDENT ATTITUDES, ADMINISTRATOR ATTITUDES, INNER CITY, *SCHOOL INTEGRATION, *STUDENT ADJUSTMENT, *ELEMENTARY SCHOOLS, NEGRO STUDENTS, MINORITY GROUP CHILDREN, PROJECT CONCERN, HARTFORD, CONNECTICUT

THIS REPRINTED SERIES OF NEWSPAPER ARTICLES ABOUT PROJECT CONCERN, HARTFORD'S EXPERIMENTAL PROGRAM WHICH BUSES INNER CITY CHILDREN TO SUBURBAN SCHOOLS, IS COMPOSED PRIMARILY OF ANECDOTAL REPORTS FROM MOTHERS, CHILDREN, AND TEACHERS. THE INDIVIDUAL ARTICLES DEAL WITH THE CHILDREN'S REACTIONS TO THE BUSING AND TO THEIR NEW SCHOOLS, THEIR ADJUSTMENT, THE EFFECT OF THE NEWCOMERS ON THE SUBURBAN SCHOOLS, AND THE EXTENT OF THEIR ACCEPTANCE IN THESE SCHOOLS. THE FINAL ARTICLE DISCUSSES SOME OF THE PROCEDURES WHICH WILL BE USED TO EVALUATE THE PROJECT. IT ALSO CONTAINS AN INTERVIEW WITH THE PROJECT DIRECTOR WHO STATES THAT HARTFORD'S NORTH END ELEMENTARY SCHOOLS SHOULD BE CLOSED AND NEGRO AND PUERTO RICAN CHILDREN IN THE SCHOOL BUSED TO SUBURBAN SCHOOLS ON THE CITY'S PERIMETER. HE FEELS THAT THE INNER CITY SCHOOLS ARE "DOOMED" AND "UNSALVAGABLE." HE ALSO NOTES THAT THERE HAVE BEEN NO RACIAL INCIDENTS DURING THE ACTIVITIES OF PROJECT CONCERN AND THAT THE PROJECT IS SPONSORING LEGISLATION WHICH WOULD LEGALIZE THE BUSING AND PLACE THE PROJECT AND ITS FINANCING UNDER STATE RESPONSIBILITY. THIS SERIES OF ARTICLES IS REPRINTED FROM THE "HARTFORD COURANT," FEBRUARY 12-17, 1967. (NH)

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Reprinted from The Hartford Courant
February 12-17-67

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PROJECT CONCERN....

Hartford's Experimental Busing Program

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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y PEG SHAW

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Educational Results Not Yet Known

Most City Children Like Busing to Suburbs

This is the first in a series of five articles on Project Concern, Hartford's experimental busing program.

By PEG SHAW

Children in Project Concern—Hartford's experimental busing program which sends city children to school in the suburbs—enjoy their new schools.

Most like to ride on the bus. On the whole, they get along well with the white students in their classes. They think they are learning more this year.

Their parents have visited their schools and their teachers, and parents are glad their children are in the project. And brothers and sisters attending Hartford's North End schools are often envious.

The educational results of Project Concern are a long way from being known. Results of the first tests to see if the children learn more in the suburbs probably won't be announced until August.

But parents, teachers, school administrators and—most of all — the children almost unanimously agree that some 255 elementary school children are gaining from their new experience.

The worst complaint a child had about Project Concern came from Cynthia Hicks of 61 Earle St., a fourth grader at Buckley School in Manchester.

Children are bused to West Hartford, Farmington, Simsbury and South Windsor, in addition to Manchester.

The bus ride is too bumpy and sometimes it makes her get a stomach ache, Cynthia said. And sometimes she misses the bus because it comes earlier than she expects.

But Cynthia said going to school in Manchester is worth a few stomach aches. "I like Buckley better than Brackett because everyone is nicer to you. At Brackett you had fights," she said.

She called her teachers at Buckley "very nice" and said she likes her white friends better than the Negro children she went to school with last year because "they are nicer." She not only goes to school with Manchester children, she said, but she is also in a girl scout troop there.

Her favorite subject is social science because everyone in the class has a country to study. Cynthia said her country is Norway.

Except for her comments about the bus, Cynthia's attitude toward her new school is typical. Child after child said they like their new school better than the old and that they can't find anything they dislike about it.

Mrs. Dorothy Harris of 272 Garden St., said her daughter, Paula, "loves the bus ride." Paula is a first grader at Tootin Hill School in Simsbury.

"She loves it. She doesn't think the ride is too long. I don't even have to call her. She always is up on time and raring to go," said Mrs. Harris.

Lorenzo Richardson of 61A Bellevue Square is an enthusiastic fifth grader at Union School in Farmington. "Well, it's good. It's better than last year. We change classes a lot, and I like to move around. We have reading and mathematics in different rooms and science in my own room," he explained.

He likes having lunch in the school cafeteria instead of going home for lunch. The bus ride isn't too long.

He gets along with the other children in his class. "Sometimes we play around a little. guy" who plays the ukulele in We have fun with our teachers." One of the teachers is a "nice school sometimes.

Lorenzo said he played the part of the father in the school Christmas play, "The Night Before Christmas."

He wore a white nightgown in the play. He and the white nightgown were the hit of the play, he said.

He called math his favorite subject. "At first we were behind."

There are five math groups in his class, and since the start of the year he has moved up from the bottom group to the second group.

Lorenzo has been voted vice president of the Union School science club. He is also a member of the scouts at the school.

The only advantage Arsenal School has over Union is a swimming pool, Lorenzo said. But at Union there are three or four different places to play outdoors. "We have a playground, a black top area and grass for baseball," he said.

He would like to make the football team next year at the Union School. He also enjoyed playing soccer this past fall, and said he thinks he is one of the best soccer players in the school.

Mrs. Annie Ivery of 168 Martin St., mother of Douglas Ivery, a kindergarten student at Webster Hill School in West Hartford, said her son loves school.

"Mostly he likes riding the bus every day," she said. He has never missed the bus.

Douglas likes his teacher, but he talks more about the toys at school, she said. "He never mentioned anything he doesn't like."

She is sure he gets along with the other children in his class.

Jimmy Cashman of 66 Nelton Court, a fourth grader at Pleasant Valley School in South Windsor, likes school better this year than last.

"We do good stuff—mathematics and all that stuff," he said. This year he takes French, a new experience for him.

He also takes mathematics this year instead of arithmetic. He called the mathematics course "just right," although he has needed special help in the subject.

Jimmy's grades are better in South Windsor—Bs and Cs this year. He also likes his teacher.

He also likes the children in his new school better "because the other ones make too much noise in hallways and all that."

Better Facilities

Students Adapt Quickly, Advance Faster

This is the second in a series of five articles on Project Concern, Hartford's experimental busing program.

By PEG SHAW

Many parents with children in Project Concern once worried that their children would have trouble adjusting to their new schools. But now that school has been in session for half a year, the worries have ended.

Typical parent reaction to Hartford's experimental busing program, which sends city children to school in the suburbs, came from Mrs. Maryann Jones of 50D Bellevue Square. Her son, Reuben, is a fifth grader at Eli Terry School in South Windsor.

Anxious Mother

"I was worried about it in the beginning. Our school is, of course, a colored school. He's never been around white children before. I wasn't afraid for him, but I was anxious," she said.

At first the school work was a little different and the children were different. But, on the whole, the adjustment has been complete, she said.

There are one or two boys in his class he talks about and "quite a few boys are very friendly. He fits in," she said.

Others Envious

However, every once in a while someone "calls him a name." A couple of weeks ago as he was heading for speech class in another school, two girls in the hall called him a name, she said.

"He was very angry. I guess he told the aide about it on the bus. He told me about it, and I told him the girls weren't worth it," she said.

The four other children who attend school in Reuben's family are envious of him, Mrs. Jones said. "My son said he wished he could go to a nice school like that," she added.

Mrs. Jones said she has met Reuben's teacher and principal at PTA meetings and conferences.

"They have some of the greatest teachers at the Eli Terry School. You can't find a better teacher than Miss Patterson (Reuben's home room teacher)," she said. She called the school principal "one of the greatest."

"Why can't they give teachers like that to us?" she asked. She said Reuben's grandmother went to the Hartford schools and so did she.

"I'm not knocking my schools here. But these schools have new facilities, and the teachers there are still studying. Teachers need more things to work with to help children learn. Those rooms in Arsenal are so gloomy," she said.

She said she is convinced her son gets a better education in South Windsor. He takes French and chemistry in school now. He also studies the new math. "It's different than in Hartford. He had never seen it before," she said.

His grades are also better than they were in Hartford. "He gets A's now, and he never got A's in Arsenal," she said. He also gets extra help in speech twice a week. On Thursdays he plays basketball after school.

Mrs. Feleicia Robles of 65D Bellevue Sq., the Spanish-speaking mother of Edwin, said she likes Edwin's new school — the West District School in Farmington — better than the school he went to last year.

She said if she could have her way, she would like her four other school-age children to go to the same school. Edwin is in the second grade.

She said she was worried about Edwin at first because she didn't know how school would be.

"They teach him a lot of good things."

Mrs. Beatrice Ricks of 54A Bellevue Sq. is the mother of twin daughters in the fifth grade at Highland Park School in Manchester.

"The only time I worried about them was when there was the fire-bombing in Hartford," she said.

She thinks the new school is good for her daughters although she said the work in Manchester is harder.

Invited to Party

She said her daughters — Patricia and Felicia — seem to like school very much. "They get along well with the kids." Patricia was recently invited to a birthday party by a class friend.

Neither of the girls has ever mentioned unpleasant incidents in school, she said.

She visited school and found the reception very friendly. "It's a beautiful, newly built school," she said. She attended on PTA meeting but missed a second pot-luck supper meeting. She expects she will be less active in PTA at Manchester because going to the school means transportation problems.

"I know the work is much more advanced than here. But they are catching on. I thought they wouldn't feel on the level with their classes, but so far they are all right," she said. She estimated that Felicia seems to be about two years ahead of her work at Arsenal.

Mrs. Charlotte McBride of 2367 Main St. is pleased with her son Jody's progress at Mary Aiken School in West Hartford.

She said Jody attended summer school before he started school so the experience was old hat to him this fall. "He met a lot of kids in his class at summer school."

She said he probably would have "been O.K." even if he hadn't gone to summer school.

"He likes it fine. I'm glad he likes it. I wouldn't want him to be way out there and not be happy," she said.

Jody enjoys the bus rides and the free lunches. "He gets along fine with the other children," she said. Before last summer he had "a couple" of white friends, his mother said.

Jody gets more out of school in West Hartford than his two sisters get out of Brackett School in Hartford, she added.

The teacher says he's doing fairly well. He keeps on an average level, about even with the rest of the class, she said. The home room teacher is "very nice," Mrs. McBride stated. She said she has about the same amount of contact with this school as she had with Brackett last year.

Paula Harris, a first grader at Tootin' Hill School in Simsbury, is "just crazy about it," according to her mother, Mrs. Dorothy Harris of 272 Garden Street.

Loves Reading

"She's real interested in school. She loves reading. She gets along so well. She fits right in. It was not that way last year when she was in kindergarten at Vine Street School. Going to school wasn't too interesting last year," Mrs. Harris said.

The children are friendlier in Simsbury. Books are more interesting. Paula's grades are better this year. Teachers spend more time with her and explain her lessons to her better. "She's definitely learning more," she said.

Mrs. Harris said she lost any worries she had had about the experiment after she talked with project officials. The only thing she worries about now is a bus accident in the snow, she said.

Busing Pupils Fit Right In

Manchester Takes to Project Concern

This is the third in a series of five articles on Project Concern, Hartford's experimental busing program.

By PEG SHAW

Having both Negro and white children in the classrooms means different things to children of different ages. At least that's the experience in the Manchester school system.

All kindergarten children at Manchester's Waddell School had a totally new experience when they went to school in September.

Three little girls out of the 255 children in the program who were bused from Hartford's North End to a class in the suburban school as part of Project Concern were no different than the other members of their class, said Mrs. Doris Schimmel, their teacher.

"They are accepted. They are quite popular in the group without my calling attention to their being new. When any games are played, they are among the first children chosen," she said.

She has never seen any color consciousness among the children. There has never been a reference or sign of discrimination from the Manchester children, said Mrs. Schimmel.

In the only revealing incident in her classroom, a visitor corrected the grammar of one of the Hartford girls. The correction upset the child greatly. "For the first time she realized she didn't speak as the other children did," Mrs. Schimmel explained.

Good Mixers

Third graders in the Manchester Green School were prepared for the Hartford students. Their second grade teacher discussed the experimental project with them last spring.

"At first everything was very polite. To begin with, both groups were on their best behavior. But it didn't take long for them to forget and just start acting like children—about a week," said Mrs. Patricia Guay, one of two third grade teachers with Hartford children in her class.

The Negro children quickly found friends. "They didn't stick together. Each has his own friends. They mix in well," she said.

When the children in her class were allowed to pick the persons they would like to sit near, the Negro children didn't choose each other.

Mrs. Doris Ramsizi, the other third grade teacher, said one of the two boys in her room is well adjusted. "He's just as free with the other children as if there was no difference," she said.

The second boy in her class has much more of a consciousness that there is a difference And the little girl in her room is beginning to lose the consciousness, athough she hasn't come to that stage yet, Mrs. Ramsizi said.

Although the third grade children are learning to look at children with another color skin as individuals instead of groups to be lumped together, there has been no talk about civil rights as such in her class. "I don't think they would understand it," she said.

'An Awareness'

Mrs. Rita Bacon, a fifth grade teacher at Highland Park School, said the major difference in having Negro children in her class has been to "create an awareness."

"In some cases this is the first time these kids have seen people of another race face to face," she said.

Mrs. Bacon said she waited about six weeks until she felt a rapport had developed within the class. Then she opened a history unit on slavery in the South.

"We had interesting discussions. It developed into an up-to-date thing. One of my children couldn't believe there is prejudice today." So the Hartford children gave him examples, she said.

'No Hurt Feelings'

Mrs. Bacon said once the subject had been opened frankly, it occasionally opened up naturally. "Now we've gotten over the hesitancy. We know there are no hurt feelings."

Manchester has two extra or supportive teachers from Hartford and two supportive aides with the job of giving the Hartford children extra help where they need it.

Fifth grade teacher Mrs. Bacon said without the extra teachers from Hartford "there would be no point to this program."

Mrs. Schimmel reported that she hasn't used the supportive team at all in kindergarten, except for the first week of school.

Both third grade classes use the supportive teachers to help their slower groups. That means the average or above - average Hartford children receive very little help. At the same time, the slower Manchester children are given as much extra help as the Hartford children.

'Like Manchester'

"The Hartford children are like Manchester children. Some are slow; some are bright; some are good; but some need disciplining just like Manchester children do," according to Isidor Wolf, principal at Manchester Green School and coordinator of Project Concern in his town.

Wolf said he had read so much about ghetto children being far behind academically that he had been a little afraid that all the children would be behind their classes and would require a lot of extra time from his teachers.

The way it has worked out is that some of the children are average and some are excellent students.

And the Manchester children with the same problems as any Hartford student are getting educational services they wouldn't otherwise have via the supportive team. While the slow children receive extra help, the classroom teacher has more time to give the rest of the class.

Patricia Ricks, a tiny fifth-grader with short pigtails, is a hero to her Highland Park class because she is the fastest runner in the school. She even beats sixth graders in races.

Athlete - Scholar

And Willie Poole, a Manchester Green third grader, is such an outstanding athlete that he has physical education classes with the fifth graders.

He also plays on the after school fifth grade athletic team, the only third grader in the school's history to do so. Willie is also one of the school's top students, Wolf said.

Mrs. Guay said one of her three Hartford students is outgoing and popular. Another boy is quieter. "He makes his friends carefully," she remarked.

A Hartford girl was shy at first. But after Christmas vacation she began blossoming. "It took her time to get used to the suburban children who are always talking. In Hartford, discipline is so strict," she added.

A Different Language

Mrs. Schimmel said the Hartford kindergarten children "almost have a different language of their own. Their speech and vocabulary and sentence structure is so different from our book, I can see why they have trouble learning to read."

For the first two months, the Hartford children were a bigger discipline problem, mostly because they were enraptured by the toys in the class.

"It was impossible to get them away from the toys. But that is quite understandable," Mrs. Schimmel said.

At first, they showed no interest at all in having stories read to them or in doing puzzles. But now, "they are the ones who clamor for stories and bring books to me. And two of them do puzzles most of the rest of the class can't do."

Readily Accepted

Everybody Pleased With Busing Pupils

This is the fourth in a series of five articles on Project Concern, Hartford's experimental busing program.

By PEG SHAW

What happens when you bus Negro children from a core city to a white suburban school?

Nothing happens. The children fit right into their new schools, according to teachers, principals and administrators of schools used in Hartford's experimental busing program, Project Concern.

"You forget they are special students. They make no waves," said Charles L. Warner, superintendent of schools in South Windsor. His school system has 25 students in four schools.

Warner confessed that he is so used to thinking of the Hartford children as "South Windsor students" that he forgot to notify Hartford that schools would be closed during the recent snowstorm. "I forgot there were separate buses when I called off school," he said.

Smooths Operation

John McManama, principal of West District School in Farmington, said, "We hardly think of it as being a special program now. They were accepted readily, and they fit in." His school has 26 of the 255 Hartford students in the program

McManama said he had expected he would be constantly aware that he had a special project going on in his school. "But it is so normal you hardly notice anything. Life is going on as usual."

Warren Weibust, principal of Tootin' Hill School in Simsbury, which has 13 Hartford first and second graders, said the children have been "absorbed into the school population without any furor or publicity. It is just as though they come from next door. The school routine has gone on and the children are accepted.

"They have fitted in very well. I would be sorry to see them leave," he added.

"It has become so normal that I have to remind myself that we are taking part in a project," said Isidore Wolf, Manchester Green principal and liaison man in the Manchester project.

Wolf has six Hartford children in his third grades. About 50 city children attend nine Manchester schools.

After-School Activities

In all school systems, the city children take part in after-school activities such as the Brownies or sports events. On days with late activities, a special bus picks up each Hartford child attending.

Several administrators reported that Hartford children visit their new school friends after school. One boy in the Manchester Green School often goes home for supper with a friend, Wolf said.

He said another Manchester family invited a Hartford child's whole family for dinner. "They are friends now. They have even gone to church together," he said.

Mrs. Ruth Hall, a teacher aide in Simsbury, said "quite a few" Hartford children have visited Simsbury homes.

Most school systems have "foster parent" arrangements. If there is a school emergency and the real parent is unavailable, the school principal calls the volunteer "foster parent."

Excellent Attendance

School administrators say school attendance is at least as good from the Hartford children as it is the children living in the suburban towns.

In a study made by the Manchester School system in the first two months of school, the attendance percentage from the Hartford children was slightly higher than the Manchester children. And Manchester has a high attendance record on a national average, Wolf said.

Dropouts, except for children moving out of Hartford, have been virtually non-existent after the first two weeks of school.

Since September, two Hartford children withdrew from suburban schools because of "extreme academic difficul-

ties," said the Project Concern Director, Dr. Thomas Mahan.

The only difference to the suburban schools because of the Hartford children is the "supportive team" — one teacher and one aide for each 25 Hartford students.

Supportive Teachers

Each school system uses its state-supplied supportive teachers and aides as it chooses. But in all school systems, suburban children as well as Hartford children benefit from the team.

Mrs. Frances Chamberlin, supporting teacher in West Hartford, works with small groups of children needing special help, according to Lloyd Wallen, Webster Hill School acting principal. He said the teacher works in almost every subject area, helping West Hartford children as well as Hartford students.

The teacher aide in West Hartford has taught kindergarten children how to tie shoelaces. She has assisted the teacher during painting class. And she often uses the ditto machine in the school office, he said.

Simsbury aide Mrs. Ruth Hall said she spends much of her time in the kindergarten helping the teacher. She said she corrects papers and monitors tests and sometimes reviews lessons previously taught, freeing the teacher to work with children needing special help.

To Hire 4 More

Weibust, Simsbury principal, said the supportive teacher has provided so much help that the Simsbury Board of Education recently authorized hiring four more supportive teachers next year for Simsbury children.

Warner said the South Windsor supportive teacher, Daniel B. Crosby, moves from building to building working with the classroom teachers in each building in a cooperative "team" approach.

Crosby also works with individual children giving remedial reading help.

McManama said his supportive teacher works mostly with second graders — the oldest class with Hartford children in his school. He spends most of his time bringing the Hartford children up to date on a new math program.

Farmington kindergarten children and first graders have no need for a supporting teacher, McManama said. "That proves the wisdom of getting them young," he said.

Helps with Reading

In Manchester, the supportive teacher works mostly with reading. She takes groups of about six children out of the class for an hour's reading lesson. Each of her groups include the Manchester children reading at the same level as the Hartford children.

"This makes it easier for the classroom teacher than it would be if she had no Hartford children," Wolf said.

The supportive aides also act as the liaison with the Hartford parents.

Mrs. Dwen Andrews of Vernon, an aide in Manchester, said she arranges conferences between parents and teachers and is in charge of "any problems that the school can't handle," such as making sure all children have had their polio shots.

'Educational Room' in Suburbs

Close North End Schools, Says Mahan

This is the last in a series of five articles on Project Concern, Hartford's experimental busing program.

By PEG SHAW

If two years of carefully controlled testing proves that Project Concern works, then what?

If it is discovered that children bused from the North End to school in the suburbs are not only happier but also learn more, become more creative, have fewer anxiety problems and are comfortable in an integrated society — then what is the next step?

"My personal feeling is that we should take all the kindergarten through grade four youngsters in the North End and bus them out of town," said Dr. Thomas Mahan, director of Project Concern.

Mahan said he believes the neighborhood schools in the North End should be closed down.

He believes there is "educational room" for 4,000 to 5,000 young Negro and Puerto Rican elementary school children in the suburban towns around Hartford.

By "educational room," Mahan said he means there should be no more than two Hartford children to a suburban classroom. "Every class could have two children without any harm to the classes," he said.

Although some of the schools now accepting Hartford children in Project Concern have as many as three children in certain classes, no school has an average of even one child to a classroom, he said.

Later, Back to City

Mahan said he would like to see the children brought back to Hartford on the middle school level. He said the city high schools often offer more than the smaller suburban high schools.

However, the inner city high schools can hardly do their jobs when their students are already three or four years behind in academic achievement, he said.

When asked if the seeming success of Project Concern makes the Hartford school system look bad, Mahan answered, no.

"If you compare the Hartford schools with the suburban schools on dimensions such as teacher training, books and materials, they are comparable," he said.

"The problem comes when you put large numbers of youngsters with educational disabilities together." Mahan said the educational disabilities can be overcome "when you scatter them."

But Hartford—with 52 per cent of its students in the disadvantaged class—can not possibly scatter its educational problems.

'Not Salvageable'

"The inner city schools are doomed. They are not salvageable," he said. The only answer is to bus the students.

Mahan, who said he cannot point to even one "racial incident" in the entire busing project so far, said the first problem in expanding the project is to "get through the curtain of fear."

He said once towns become involved in the program, the shadows of fear disappear, and people begin asking rational questions such as "is this a good way to bring about changes?"

He said he expects the detailed testing and experimenting to answer the rational questions.

Mahan said all testing will be done four times. The first test was administered last September. The second test will be this May. Then the children will be tested again next September and May.

Two IQ Tests

Each child will be given two different kinds of IQ tests—one a group test and another administered individually.

The tests will be given to each of the children being bused, and to an equal number of children in a city control group.

Children will be tested for academic achievement in reading arithmetic, vocabulary development and listening.

Mahan said one of the skills most disadvantaged children lack is the ability to listen because they are often brought up in an environment so noisy that they have trained themselves not to hear.

Each child will be given four creativity tests to see how flexible he is and how easily he can shift his way of looking at things. On this test, for example, he will be asked how many uses he can think of for a paper clip.

Anxiety Check

The children will be interviewed to check the amount of anxiety they show related to school. In the interviews, the children will be asked directly how they react to school situations.

Whole suburban classes will be given sociometric tests. Children will be asked who they would most like to play with. The results will be analyzed to see how the city children are accepted in the suburbs.

Children not being bused and living in the North End will be interviewed to see if there is a change in their relations with the children being bused.

The Project Concern director now receives a weekly diary about each child that is bused. The teachers keep the diary.

Also planned are interviews with the parents of the children being bused.

Results to be Compared

Mahan said the project will also test the achievements of the suburban children in classes with the Hartford children. Their results will be compared with those of children in similar classes with no Hartford children. These will be twice-a-year tests also.

"I would expect the achievement in the classes with our youngsters to be a bit better," Mahan said.

He said all results will be broken down by grades, sex, towns, and the schools the children attended last year.

Dr. Mahan said Project Concern is sponsoring a bill in the General Assembly which would pave the way toward making busing a feasible part of city and suburban education.

Would Set Standards

The bill would establish that busing is legal. It would set up standards for busing and would permit the State Board of Education responsibility to set further standards.

The bill would allow no more than 10 per cent city children in a suburban school and no more than 20 per cent in any one suburban classroom.

The bill would pay half the transportation cost of sending the children to the suburbs, just as the state now pays half the cost for in-town busing.

It would double the per-pupil grant to Hartford for each child being bused to help pay tuition to suburban towns.

It would also provide subsidies for towns taking city children on long-range contracts. The subsidies would be equal to enough money to build one classroom for every 25 children bused, he said. The bill was submitted by Rep. James J. Kennelly, D-Hartford.